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passed away most of the old safeguards of family life. The main intent of the book is to show the process of readjustment, the search for new sanctions and safeguards, and to interpret the new family life and community relationships that are emerging.

Much of Mrs. Simkhovitch's own philosophy of life,—especially as it relates to the program of social reform,—is woven through the pages of the book; again and again her hatred of poverty and of all forms of social injustice is revealed. With deep faith in democracy she refers repeatedly to that newly discovered treasure house, the potentiality for group action for civic betterment that is slowly becoming articulate and effective in the industrial neighborhood.

The author has made conscious effort to write objectively of the life of her neighbors. There is no direct hint of the splendid work that she and her settlement family have been doing to develop group consciousness and independence among the neighbors. The book will be of special value to the increasing number of those interested in the exploration of the new paths of community development already being trod in city neighborhoods.

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SMITH, WALTER R. *An Introduction to Educational Sociology.* Pp. xvii, 412. Price, \$1.75. New York: Houghton, Mifflin Company, 1917.

This volume marks a new departure in educational theory and practice. It is quite inevitable that the growing discontent in the field of education should presently assume positive and constructive form, and the author has made the first conscious venture in this direction. As a textbook in educational sociology it will fill a much-needed place in the training of teachers in the broader aspects of the educational problem. Part I deals with the application of the general theory of sociology to education, and is intended to establish the social point of view. The reader is invited to survey the educational problem from the point of view of the primary social groups, such as the family, the play group, the community, the state and to discover in this way the need for a democratized education as distinguished from the individualistic education of the past. Part II is an attempt to make the applications which grow from such a survey to the method and content of education. The Social and Educational Survey, Social Factors in School Administration, the Socialization of Discipline, of the Program of Studies, Vocational Aspects of a Socialized Education, Vocational Guidance, Cultural Aspects of a Socialized Education, are among the subjects considered.

The first part dealing with sociological principles will hardly prove satisfactory to many sociologists because of its inadequacy rather than because of any inaccuracy, but as a beginning it justifies its existence and will no doubt point the way for a further development of the literature in this fruitful field. It ought to result in the organization of many classes in normal schools and colleges for teachers and in the formation of teachers' study clubs. For such purposes it will serve as an admirable introduction.

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